

MPA

MANAGEMENT
CAPACITY BUILDING

TRAINING



South China Sea Region
Nha Trang, Vietnam
December 1-17, 2005

REPORT ON PILOT PROJECT

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EXECUTIVE SUMMARY

Summary of First Pilot Project

NOAA's National Marine Sanctuary Program, International Program Office, and Coastal Services Center have partnered with IUCN-Vietnam, the Vietnam Ministry of Fisheries, Conservation International, WWF, Danida and the U.S. Embassy to provide management capacity training in support of developing a marine protected area (MPA) network in the South China Sea region.

In December 2005, thirty -five marine protected area practitioners from China, Vietnam and Cambodia gathered in Nha Trang, Vietnam for the first MPA Management Capacity Building pilot project. The South China Sea region was selected from nine regional candidate sites for the first pilot project due to the strong existing partnership between NOAA, IUCN and the Ministry of Fisheries. Nha Trang was selected as the host city as it is the site of the first fully implemented MPA in a network of fifteen MPAs in Vietnam.

An international team of 11 trainers from Australia, Philippines Vietnam and the United States, conducted 14 days of management capacity training for the 35 participants; and four additional days of mentorship training for eight representatives that were selected by their respective MPAs in China, Vietnam and Cambodia for showing exceptional leadership potential. National Marine Sanctuary staff tailored the curriculum to the needs of the region, covering eight topical areas during the two weeks of training including subjects such as zonal management, community-based management and management planning. The training is designed to include a year-long follow-up program whereby support will be provided by the partnership to ensure the implementation of lessons learned and advanced training needs are met.

Background on Pilot Project

Worldwide, marine protected areas are recognized by nations as a valuable science-based resource management tool supporting ecosystem-based conservation. The Fifth World Parks Congress meeting in Durban, South Africa, called upon the international community to establish by 2012 a global system of **effectively managed, representative networks**, of marine and coastal protected areas. The Congress recommended these MPAs be extensive and include strictly protected areas that amount to at least 20-30% of each habitat.

In order for MPAs to be effective in the protection of marine and coastal ecosystems and their resources, it is necessary to build support for marine protected areas through site-based planning.

Many MPA managers and policy makers, including local and indigenous communities and other stakeholders, have insufficient access to new knowledge, information, and guidelines coming out of science, traditional knowledge, and field experience, to effectively manage MPAs. In the past there has been little opportunity to share what seasoned resource managers have learned from their own experience with other managers and staff. This training of MPA staff provides a mechanism to enable resource managers to directly experience and learn from one another, while setting new standards for the management of MPAs globally.

The seven NGO and government partners entered into an informal agreement to cooperate and collaborate on different phases of development of MPAs in Vietnam and the region. Through this partnership we are actively seeking to share experiences with colleagues within the region, to help build international marine and coastal stewardship, and improve our own ability to protect and manage marine resources. The first step in this direction was to collaborate on the *MPA Management Capacity Training Program*, a pilot project to build support and expertise for effective management of MPAs within the region, including Vietnam, China and Cambodia, while working towards building a global system of MPAs and meeting the 2012 goals of the Durban Accord.

The South China Sea Region Pilot Training

The *MPA Management Capacity Building Training* pilot project was designed to meet the specific management capacity training needs of the South China Sea region, including MPAs from southern China, Vietnam and Cambodia. The two-week training that took place in early December 2005 is the centerpiece for an on-going MPA capacity building program. The training was intended to be an intensive and interactive learning experience. While the agenda was structured, it was flexible in that it allowed the training participants to move forward at a pace appropriate to the group's needs, allowing ample time for exploring areas of interest and sharing site-specific experiences.

As part of the training, each participant was required to build an "implementation contract". The "implementation requirement" is a commitment to implement one strategy from each lesson plan over the next twelve months. Once having implemented these strategies, the participant is eligible for study exchanges and advanced training opportunities. Each "team" of training participants is supported by a "mentor". The role of the mentor is to maintain a team dynamic both during the training, and over the next twelve months, and beyond, while the lessons learned from the training are being implemented at each MPA.

In addition to the *MPA Management Capacity Building Training*, there was an opportunity for outstanding MPA staff to participate in a Mentorship Training program. During this four day training,

held prior to the *MPA Management Capacity Building Training*, a smaller group of eight individuals were trained in both facilitation skills and in-depth knowledge about MPA management. These mentors then served as the team lead for their small groups during the *MPA Management Capacity Building Training*, providing the mentors with an opportunity to exercise their newly learned skills and knowledge. The mentors will continue to work with their team after the training, providing support and guidance in implementing lessons learned in the field.

This document provides a more detailed overview of the training course, evaluation of the training course, and the next steps for implementing lessons learned and improving effectiveness of MPA management.



Participants in the first MPA Management Capacity Training pilot project, December 2005, Nha Trang Vietnam

INTRODUCTION

Overview of Management Capacity Building Pilot Training

In 2005, IUCN, the Ministry of Fisheries, Danida, WWF, Conservation International, the U.S. Embassy and NOAA joined in an informal partnership to develop and offer the *MPA Management Capacity Building Training Program*. This training program provides a knowledge base for



developing local and regional capacity and expertise in designation, implementation and management of marine protected areas (MPAs). The training program provides developing regions/ networks of MPAs the opportunity to benefit from the experiences of other regions of MPAs that may have a longer history of management, and to share experiences, knowledge and lessons learned. The first pilot training program was tailored to specifically meet the management training needs

of MPAs in the South China Sea region (China, Vietnam and Cambodia). A follow-up program is being instituted to ensure knowledge gained will be practically applied in the field and MPA management effectiveness improved.

The *MPA Management Capacity Building Training Program* will set the stage for the development of a permanent MPA Training Center in Nha Trang, Vietnam. The Ministry of Fisheries and Danida have entered into an agreement to develop a permanent facility to offer on-going training to all interested sectors of civil society in the designation and implementation of MPAs.



Short Term Objectives for Training Program

- To offer a range of timely and topical MPA management core courses tailored to regional needs
- To develop on-going support and follow-up program to insure knowledge and skills gained through the training are implemented at the field level
- To develop a coordinated network of MPAs to ensure knowledge, information and lessons learned are shared among regional MPAs

Long Term Outcomes

- MPA management capacity is secured at the local and regional level

- Competency standards established for MPA staff
- Partnerships are established between networks of MPAs
- Communication links are established and maintained on a regional level
- Regional and global efforts secured to meet the Durban Accord 2012 target date to establish a global system of representative networks of marine and coastal protected areas

Training Program Logistics

The *MPA Management Capacity Building Training Program* was a two-week program, held from December 4-17, 2005 in Nha Trang, on the coast of central Vietnam. Nha Trang is home to the Nha



Trang Bay MPA administrative offices and enforcement facilities. Applicants were asked to commit to the entire duration of the training program in order to receive maximum benefit. The training program was taught in English, requiring proficiency in English by participants, although all materials were translated into Vietnamese and Khmer to make it easier for those that met only minimum English

requirements to follow the lesson plans.

Training Participants

This was an intensive in-residence program for MPA managers, lead staff, key constituents and government officials. Training was made available to 5 Chinese nationals, 5 Cambodian nationals and 25 Vietnamese nationals a (see participant list in Appendix).



The training program was taught in English, requiring proficiency in English by participants, although all materials were translated into Vietnamese and Khmer to make it easier for those that met only minimum English. Applicants were chosen based on their ability to commit to the timeframe of the



training; level of representation for their MPA; level of participatory skills as indicated by their letter of recommendation; and willingness to implement, through a contract agreement, the knowledge and lessons learned from the training program during the 6-12 months proceeding their training.

All applicants filled out an extensive application form. Applicants were also required to submit a letter of recommendation from their supervisor stating that they are the appropriate candidate to represent their MPA (sample Application and Recommendation forms available on request).

Training Program Structure

The *MPA Management Capacity Building Training Program* is by design primarily participatory, interactive and requires teamwork. Participants engaged in sharing case studies and lessons



learned; gave presentations; worked together on both group and individual projects and problem solving exercises. All participants established a relationship with their roundtable “team” of 5-6 other participants, which was headed by a team lead or “mentor”. Each team designed a communication plan to maintain their “social network” after the training, and as a support system for implementing their individual

implementation contract agreements developed during the training.

The training was held straight through the 14 days. Each day covered a different topical area and included both classroom work and field work (see Table 1). No homework was required, although full participation was required each day. Evenings and a two-hour lunch break were left open, although optional related activities were offered such as: a field trip to the Nha Trang Institute of Oceanography; case studies on China and New Zealand MPAs; a GPS treasure hunt and GIS mini-training; and, videos and discussions on topics such as aquaculture and overfishing.



At the end of each day, every participant chose one aspect learned during that day and incorporated that aspect into their implementation contract agreement. The contract agreement provides a plan, built by the participant, that will be implemented at their respective MPA over 6-12 months following the training. The training team and team leader/mentor will provide support to the individual participant in the implementation of their contract. Once the contract aspects have been successfully implemented, meaning that all aspects have been implemented, and regardless of the outcome lessons have been learned, then the individual is qualified to apply for advanced training and/or study exchange.



The Hermit Crab Team (Vietnamese)



The Sea Star Team (Chinese)



The Urchin Team (Vietnamese)



The Shark Team (Vietnamese)



The Mussel Team (Cambodians)



The Octopus Team (Vietnamese)

Curriculum

Curriculum for the *MPA Management Capacity Building* pilot training was specifically tailored to the needs of MPA staff from within the region.

In February 2003, a training needs assessment was conducted by John Carter, International Training Specialist, for the Hon Mun MPA Project. Based on the report *Proposed Capacity Building Program for the Hon Mun Marine Protected Area Authority and Project Staff*, a further analysis of training needs was conducted by NOAA staff and presented at two regional workshops, one in Hanoi and the other in Nha Trang both in June 2005. The 11 participants at the Hanoi workshop included representatives of the 7 partners supporting the training, and 5 representatives from MPAs. This group became the Regional Advisory Committee for the training pilot. The 15 participants in the Nha Trang workshop included 8 MPA representatives, with the balance from academia and government. These facilitated workshops were structured to review and extract from the participants their priority training needs to improve management effectiveness at MPAs throughout Vietnam.



Based on the information from the Vietnam needs assessment workshops, NOAA staff developed customized training modules for this first pilot project in Vietnam. Training modules included detailed daily working agendas; a training manual including curriculum, exercises and handouts; and,



accompanying powerpoint presentations keyed to the training manual. Case studies were used to illustrate key points, and to the extent possible, local or regional examples were used. Additionally, the training manual is intended to be a resource for the participants when they go out in the field, and thus contains more information than was actually covered during the training.

All training materials were reviewed by a technical advisory committee consisting of four education coordinators or specialists from NOAA's National Marine Sanctuary Program. Training content was also reviewed by the Regional Advisory Committee in Vietnam and respective instructors. Once review committee comments were incorporated into the training materials, all materials were translated into Vietnamese and Khmer (see Table 1 for detailed curriculum).



Team Building: Untangle the Fishing Net



The Web of Life Exercise



Non-verbal Communication Exercise



White Elephant Logo-Wear Swap

Topical areas offered by the *MPA Management Capacity Building Training Program* included:

- MPAs: Concepts and Approaches
- MPAs: Zonal Management
- MPAs: Community Based Management
- MPAs: Management Planning for Effectiveness (3 days)
- MPAs: Marine Fisheries – Issues and Approaches in SE Asia
- Enforcement: Approaches and Techniques (2 days)
- Sustainable Tourism
- Communications: Presentation Skills
- Communications: Interfacing with the Media

In addition to the classroom work indicated above, two field trips were included in the training. All participants spent a day in Nha Trang Bay MPA, which began with a boat ride to the islands. The first stop was the Hon Mun island visitors center. A tour of the center allowed training participants to understand the importance of interpretive enforcement and awareness building. After the tour, the group heard two case study presentations in the visitors center on traditional law enforcement and the communities' role in effective enforcement in the Philippines. The presentations were followed by

a banquet lunch at the visitors center. All participants had an opportunity to view the local coral reef system from a glass bottom boat. Heading back to the mainland, the boat stopped at Hon Mot island to meet with Mr. Hien (pictured above), an old time fisherman who worked as a community representative during the designation of Nha Trang Bay MPA. The group also had an opportunity to view an alternative livelihood project on the island in which the Nha Trang MPA provided support for the development of a round glass bottom boat based on the traditional basket boat design. This has been a successful alternative livelihood pilot project attracting tourists touring the area on party boats. The final stop included viewing of floating mariculture operations for finfish and lobster, located within the MPA.



Meeting with local community on Hon Mot



Nha Trang MPA Visitors Center



Inter-island Transportation



Floating Mariculture Operation for Lobster



Nha Trang MPA Curriculum



Beach on Hon Mun Island

The second half-day field trip offered an opportunity to see a large shrimp farming operation run by a Thai investment group. This is a closed system operation, although impacts on land were still apparent. The next stop was the Department of Agriculture research station that focuses on the cultivation of shell and finfish as potential new forms of mariculture. The group had the opportunity to view and discuss experimental cuttle fish breeding, abalone breeding and clam breeding projects.

Instructors

The *MPA Management Capacity Building Training Program* instructors represented local, regional and international expertise in MPA management and/or MPA management training (see instructor bios in Appendix). Instructors' backgrounds are diverse in terms of expertise, but all specifically pertain to MPA management skills and knowledge. Instructors represented MPAs from a range of bioregions, social, political and cultural settings including the Great Barrier Reef Marine Park Authority (Australia), Florida Keys National Marine Sanctuary (U.S.) Cebu MPA Network (Philippines) and Nha Trang MPA (Vietnam).



To the extent possible, training expertise was first identified locally, then regionally, as it is important to build that capacity from within the South China Seas region and develop learning modules that have biogeographic, social, cultural and political relevancy. Instructors and learning examples from outside the region were also useful for purposes of comparing and contrasting MPA management models, and providing expertise that wasn't available locally.



Instructors participating in an interactive learning exercise.

Follow-up Program

Applicants who successfully complete their implementation contract agreement, and have applied knowledge gained through the training at their MPA, will be eligible to apply for the follow-up program. The follow-up program includes both advanced training opportunities in specialized areas of MPA management and study exchanges with field experts from within the South China Sea region, SE Asia and globally. Study exchanges include both bringing experts to an MPA site and/or making reciprocal visits to other MPA. At the end of the training program, each participant filled out a course evaluation form which included an opportunity to design a personal continuing education program. Exit interviews with each participant allowed the training coordinators to review and discuss further with each participant their future training needs.

Mentorship Training Program

Along with participation in the *MPA Management Capacity Building Training Program*, was the opportunity for outstanding individuals who have shown leadership skills and determination to also participate in the Mentorship Training Program. This additional training component provided nominated individuals with the opportunity to learn facilitation and trainer skills, and exercise these learned skills during the *MPA Capacity Building Training Program* and follow-up program. Participation in the Mentorship Training Program required a commitment to additional classroom work and follow-up with participants in the MPA Training Program.



Objectives for Mentorship Training Program

- Increase knowledge base and fluency with principles of effective marine resource management

- Develop facilitation and leadership skills to perform in group settings
- Gain practical experience in a training setting

Outcomes from Mentorship Training

- Improved job performance in natural resource management
- Assume leadership role in coordinating growing network of MPAs in the region
- Ability to provide support for increasing the knowledge base of other MPA practitioners

Structure

The Mentorship Training Program was an integral part of the *MPA Management Capacity Training Program*, maximizing the opportunity for increasing knowledge, skill development and practical experience during the training. The Mentorship Training Program included 1 Chinese national, 5 Vietnamese nationals and 2 Cambodian representatives. Each member of the Mentorship team participated in the 2-week *MPA Management Capacity Building Training Program* and the following additional Mentorship Training components:

PRE-TRAINING REQUIREMENTS

- Review of training materials, additional background materials and case studies in preparation for *MPA Capacity Building Training Program*
- 2-day knowledge development training on the Thursday and Friday prior to the *MPA Management Capacity Building Training Program*
- 2-day facilitation training on the Saturday and Sunday prior to the *MPA Management Capacity Building Training Program*

DURING TRAINING REQUIREMENTS

- 1-hour debriefing and prep session each evening during the *MPA Management Capacity Building Training Program*
- Facilitate small group of 5-6 individuals during two-week training

POST TRAINING REQUIREMENTS

- 1-day evaluation program on Sunday following *MPA Management Capacity Building Training Program*
- Advanced training

Nomination Requirements

- Nominated by MPA site or supporting entity
- Good communication skills



- Familiar with basic MPA management concepts
- Fluent in English
- Willing to make minimum 18 day commitment to training, including evening de-briefings and prep work
- Willing to commit to pre-training review and familiarization with materials

Responsibilities

- Maintain leadership role for small group of 5-6 participants throughout duration of training program; provide guidance and support in translation, exercises and group activities; work towards building a strong group dynamic;
- Be available to group members before and after training sessions for consultation and support;
- Ensure a communication system is established and maintained between small group members after training program;
- Ensure a communication system is established and maintained between group leaders after training program;
- Provide support in planning of follow-up programs including workshops and meetings between sites;
- Serve as the team lead for the follow-up program to ensure training participants are matched with appropriate programs;
- Follow-up with individual group members to determine if implementation contracts developed during training program are being carried out;
- Evaluate success of implementation plans;
- Committed to further training and leadership development

Mentorship Training Evaluation

Mentorship skills and knowledge base were evaluated at the end of the 4-day training through both self-evaluation and an interview with a training coordinator. Additionally, each mentor had an extensive evaluation form and exit interview at the end of the 18 days of training to self-evaluate and evaluate the effectiveness of the course (see details in Evaluation section below).

TABLE 1. MPA MANAGEMENT CAPACITY TRAINING CURRICULUM

TOPIC	INSTRUCTOR	CASE STUDY	PRESENTER	OTHER ACTIVITY
MPA CONCEPTS				
Introduction to MPAs	Anne Walton			Introducing your colleague
Importance of Biodiversity Protection	Bernard O'Callaghan			
Categories	Bernard O'Callaghan			

TOPIC	INSTRUCTOR	CASE STUDY	PRESENTER	OTHER ACTIVITY
MPA Objectives	Simon Woodley			Group Discussion: Site selection & objectives
Designation of MPAs	Simon Woodley	GBRMP Re-designation Process, Designation of FKNMS	Simon Woodley, John Halas	Panel Discussion: Simon, John, William
ICM & MPAs	William Jatulan	ICM & Fisheries Mgmt in Vietnam	Dr. Chu Hoi, MoFI	Discussion: ICM & MPAs
MPA Networks	William Jatulan	Philippines: Moving From Individual MPAs to Networks	William Jatulan	Exercise: Agree or Disagree – take a position on an issue
Optional Evening Activity				Video & discussion: <i>Empty Oceans, Empty Nets</i>
ZONAL MANAGEMENT				
Why zone?	Simon Woodley			
Common Zoning Objectives	Simon Woodley			
Types of Zones	John Halas	Nha Trang MPA: Biosphere Reserve Model	Bernard O'Callaghan	Exercise: Develop Zoning Plans Based on MPA Objectives
Clear Markings for Zones		FKNMS Marker Buoy Plan	John Halas	
No Take Zones		Dry Tortugas, Philippines	John Halas, William Jatulan	
Zonal Planning & Processes		Planning Process for GBRMP	Simon Woodley	
Optional Evening Activity				Video & Discussion: <i>Farming the Seas</i>
COMMUNITY MANAGEMENT				
Role of Communities	William Jatulan			
Level of Involvement of Communities	William Jatulan	Community-Based Sea Turtle Management, Nui Chua Nat'l Park	Tran Chinh Khoung	Exercise: Information Management
Framework for Community Participation	William Jatulan	Cu Lao Cham	Don MacIntosh	Discussion: Management Approaches
Defining Community	William Jatulan	Cebu, Philippines	William Jatulan	Exercise: Mending Net
Community Organizing & Participatory Approaches	William Jatulan	Hon Mun MPA	Bernard O'callaghan	Exercise: Identifying Stakeholders
Scaling-up Communities to Network Approach	William Jatulan			
Optional Activity:				
MANAGEMENT PLANNING (3 days)				
Planning for Success	Ginger Hinchcliff			Discussion: Are you being affective?

TOPIC	INSTRUCTOR	CASE STUDY	PRESENTER	OTHER ACTIVITY
What is Strategic Planning?	Ginger Hinchcliff	MPA Network Planning Process, Philippines		
Site Plan Outline	Ginger Hinchcliff	Cham Islands MPA, Vietnam		
Self-Assessment Tool	Keith Symington	WWF Scorecard	Keith Symington, WWF - VN	
Drivers, Baseline Info, Niche	Ginger Hinchcliff	Management Planning for Nha Trang Bay MPA	Dr. Vinh	Exercise: Front end assessments
Planning Process	Ginger Hinchcliff	Marine Conservation Activities in Can Dao Nat'l Park, Joint Management Plan Review, USA	Nguyen Troung Giang, Anne Walton	
Common Pitfalls	Ginger Hinchcliff			
What can be evaluated?	Ginger Hinchcliff			
Planning Process	Ginger Hinchcliff			Exercise: identifying outcomes, outputs, activities and resources
From Planning Process to Site Plan	Ginger Hinchcliff			Exercise: linking objectives
Performance Measures	Ginger Hinchcliff			Exercise: writing SMART objectives
What can be evaluated?	Ginger Hinchcliff			Exercise: MPA Guidebook – selecting your indicators
Planning Your Evaluation				
Optional Evening Activity:	Ginger Hinchcliff			Video and discussion: Rediagnosing the Oceans
ENFORCEMENT (2 days)				
Full Day Field Trip, Nha Trang MPA	Bernard O'Callghan, Rizaller Amolo	Capacitating Coastal Law Enforcement in the Philippines	Rizaller Amolo	
Principles of Law Enforcement	Rizaller Amolo	Compliance Management in the GBR WHA	John Halas	
Use of Force Continuum Model	John Halas			
Operational Tactics	John Halas	Traditional Law Enforcement in FKNMS	John Halas	
Equipment for Boarding	John Halas			Quiz: Principles of law enforcement
Optional Evening Activity				GIS Training
FISHERIES IN SE ASIA				
Fundamentals of Fisheries Management (fish, income and the environment)	Rizaller Amolo	Fisheries Management in the Philippines	Rizaller Amolo	Discussion: fishing methods, overfished stocks and data needs in your MPA

TOPIC	INSTRUCTOR	CASE STUDY	PRESENTER	OTHER ACTIVITY
Overfishing: 1. biological (size, recruitment) 2. ecological (over-exploited ecosystems)	Rizaller Amolo	Nha Trang Bay MPA Fisheries Management Plan	Dr. Vinh	
Fishing Methods and Gear	Rizaller Amolo	Fishing Issues in Cambodia	Sithya	
Management Strategies for MPAs in SE Asia	Rizaller Amolo			Game: Tragedy of the Commons
Fishing Impact Assessment	Rizaller Amolo			Exercise: Is your MPA overfished?
Aquaculture in SE Asia	Rizaller Amolo			Exercise: Applying management tools to a real problem.
Field Trip	Rizaller Amolo			Shrimp farm and Dept of Agriculture lab for experimental aquaculture broodstock
Evening Activity				Reception for participants at Hon Mun MPA
SUSTAINABLE TOURISM				
Sustainable Tourism, What Does it Mean?	Anne Walton			Survey on sustainable tourism values, interest and need
Sustainable Tourism vs Conventional Tourism	Anne Walton	Promoting Local Involvement in MPAs (tourism and alternative income generation)	Mike Haynes	
What are the Benefits, and What are the Threats?	Anne Walton	Collecting Sightseeing Fees in Nha Trang MPA	Mr. Kinh	
Is There a Demand for Sustainable Tourism in SE Asia?	Anne Walton			
Managing Visitor Impacts: Carrying Capacity, Management Response, BMTs	Colleen Corrigan			Exercise: Carrying Capacity
Awareness Building	Colleen Corrigan	Designing a Visitors Centre	Susanne Flores	
Sustainable Tourism Planning	Anne Walton			Exercise: Preliminary Site Evaluation
Green Certification – What Does it Mean?	Colleen Corrigan	Case Study: Galapagos	Colleen Corrigan	
Optional Activity				GPS Treasure

TOPIC	INSTRUCTOR	CASE STUDY	PRESENTER	OTHER ACTIVITY
				Hunt
COMMUNICATION (2 days)				
Presenting with a Purpose	Patty Debenham, George Lewinski			Powerpoint presentations
Common Problems	Patty Debenham, George Lewinski			Revised Powerpoint presentations
Know Your Audience	Patty Debenham, George Lewinski, Ms. Ang			
Storytelling	Patty Debenham, George Lewinski, Ms. Ang			Radio interviews
Presentation Tips	Patty Debenham, George Lewinski, Ms. Ang			Television interviews
Optional Activity				Presentation: Presentation: MPAs in China
Optional Activity				Presentation: 40 Years of ICM for San Francisco Bay

TABLE 2. MENTORSHIP TRAINING CURRICULUM

TOPIC	INSTRUCTOR	CASE STUDY	PRESENTER	OTHER ACTIVITY
		ECOLOGICAL PROCESSES		
Introductions and Overview	Anne Walton			Exercise: Introduce your neighbor Exercise: Course expectations
Ground Rules				Creating ground rules for the best learning environment
Coastal Marine Habitats	Laura Francis	Channel Islands GIS		
Uses and Threats to the Marine Environment	Bernard O'Callaghan	Nha Trang Bay MPA		Exercise: List and Discuss Specific Examples of Threats to the Marine Environment Exercise: Write down one major threat to your

TOPIC	INSTRUCTOR	CASE STUDY	PRESENTER	OTHER ACTIVITY
				MPA, group rotates and writes suggestions for addressing the threat
Tracking New and Emerging Issues in Southeast Asia	Anne Walton			Exercise: Anticipating a Jellyfish Invasion
Planning for Research	Anne Walton			
		Assessment of Coral Reefs in Koh Sdach Group of Islands, Cambodia	Mr. Prum Sitha	
Science-based planning		Science-based Planning and Management for Cat Ba and Coto Islands MPAs	Nguyen Quang Hung	
MPA NETWORKS				
Team Names	Anne Walton		Laura Francis	Negotiate for team name: Explain why team should be Shark, Sea Lion, Hermit Crab, Abalone, Sea Star, Sea Urchin
Introduction to MPA Networks	Anne Walton			Discussion: Understanding MPA Networks
Moving from Individual MPAs to Networks of MPAs	Rizaller Amolo	Philippines Case Study	Rizaller Amolo	
Connectivity of MPAs	Anne Walton	Connectivity in the Gulf of Mexico and Caribbean Region	Laura Francis	Exercise: identifying biophysical, social, political and cultural connectivity
		Transboundary Networks in the Eastern Tropical Pacific	Anne Walton	
		MPA Networks approach for	Anne Walton	

TOPIC	INSTRUCTOR	CASE STUDY	PRESENTER	OTHER ACTIVITY
		three sanctuaries in California		
		FACILITATION SKILLS (2 days)		
Facilitation Learning Objectives	Ginger Hinchcliff			
Content vs. Process	Ginger Hinchcliff			
Role and skills of facilitator	Ginger Hinchcliff			Exercise: Practice active listening and facilitation skills: Answer Question: What makes a good or a bad meeting?
Working with Adults	Ginger Hinchcliff			
Time Management and Process Agendas	Ginger Hinchcliff			
Establishing Ground Rules	Ginger Hinchcliff			Exercise: Mentors create list of ground rules for group
Conducting Successful Group Discussions	Ginger Hinchcliff			Activity: Murder Mystery Game
Team Development	Ginger Hinchcliff			Exercise: Build tallest tower with tape, water bottle, straw, paperclip, paper
Dealing with Difficult people	Ginger Hinchcliff			
Solving Problems Collaboratively				
Toolkit for Teambuilding	Ginger Hinchcliff			
Integrating Facilitation Skills into MPA training	Ginger Hinchcliff			Exercise: Each Mentor Decides priority facilitation skills they will use with their group.

TRAINING EVALUATION

Evaluation Tools

Four tools were used to evaluate the *MPA Management Capacity Training Program* and *Mentorship Training*:

- 1)Mentorship Evaluation of Mentorship Training
- 2)Participant Evaluation of MPA Training
- 3)Mentor Daily Evaluation of MPA Training
- 4)Observer Evaluation of MPA Training

MENTORSHIP EVALUATION OF MENTORSHIP TRAINING

At the completion of four days of Mentorship Training, each of the eight participants completed a course evaluation form. The purpose of this evaluation form was to determine if the curriculum enhanced the mentors' skill and knowledge base in such a way that they felt prepared to be the team lead and mentor for their small group through the next 14 days of training. Results from this evaluation will be used in the design of subsequent Mentorship Training. Additionally, the responses to this evaluation form will be compared to the responses to mentor's evaluation of the MPA Training to determine if they viewed and valued the skills and knowledge learned during the Mentorship Training differently after the passage of 2 weeks MPA Training.

It should be noted that since four of the mentors arrived late due to monsoon conditions and the closing of the local airport, day 1 and day 2 (knowledge days) were modified and condensed into one day of training. Days 3 and 4 (facilitation skills) proceeded as planned.

Table 3. Compilation of Mentors' Evaluation of Mentorship Training *(survey conducted after Mentorship Training, but before MPA Management Capacity Training)*

COURSE COMPONENT	RATING (5 being highest)
1. Overall content and presentations on coastal and marine habitats	3.75
2. Overall content and presentations on MPA networks	3.88
3. Overall content and presentation on facilitation skills	4.63
4. Opportunity to learn from other participants	3.75
5. Knowledge gained that contributes to your leadership skills	4
6. New skills that contribute to your ability to manage groups	3.88
7. How was the pace of the course?	
<ul style="list-style-type: none"> • A lot of information, but because of how it was taught, it wasn't overwhelming. • Good course. • Not too slow. • It was challenging. 	

<ul style="list-style-type: none"> • Challenging. • It's ok, but schedule is too busy. • Course is very useful and excellent; also excellent in organization, lectures, timing ok.
8. Did you learn anything about MPAs that changed or broadened your perspective?
<ul style="list-style-type: none"> • New idea, but liked the concept (MPA networks) • Confirmed skills, was given process to apply them. Improved listening and communication skills. • Yes. • Learned more information about MPA management and skills for good mentor. • The process of developing MPA networks. • Yes, a lot on facilitation skills. • MPA networks, mentorship, facilitation skills. • MPA networks.
9. Do you feel prepared to be your team lead?
<ul style="list-style-type: none"> • Would like to try, although language might be barrier. Would like to know that have support. Still learning experience. • Feel well prepared. • Yes. • Feel prepared, but need more time to read materials and think more about MPA management. • Feel confident to be the team lead for the training. • Yes, I am ready to be challenged and to be a team lead. • Yes. • Well done, now feel more confident as mentor for team.
10. Do you feel prepared to continue your role as mentor and support the Implementation Contracts?
<ul style="list-style-type: none"> • Can support colleagues at DoF. Will share knowledge and skills upon return. • Yes. • Yes. • Feel prepared, but think it is necessary to get continued training and gain more knowledge. • Yes, do feel prepared. • Yes, I am prepared to continue with the mentorship role and provide support for the implementation contracts. • Yes. • Need more practice and playing this role several times.
11. Do you feel prepared to facilitate on-going communication with your group?
<ul style="list-style-type: none"> • Prepared to facilitate communication, although some barriers. • Yes. • Yes. • Yes. • Yes, actually did a similar thing before. • I am ready, but need to read more of the training manual, on the job training is the best way to learn. • Yes. • Good and practical.
12. Was there something you hoped to get out of the course that you didn't?
<ul style="list-style-type: none"> • Would like personal evaluation and advise on how to improve skills. Although when asked for it, advise was given. • No, because have been trained by other courses too, so don't feel anything difficult.

<ul style="list-style-type: none"> • Technical and practical experience of MPA management. • To improve facilitation skills through working; and, to have better understanding of how to develop an effective management plan. • Leadership, negotiation, facilitation skills and communication. • Planning for MPAs. • Show program for future cooperation in more detail.
13. What was the most valuable part of the course?
<ul style="list-style-type: none"> • Facilitation and people skills. • Practice on facilitation skills. • Facilitation skills, group building. • Most valuable part is sustainable idea/opinion., just like continual training or other new information learned from each other. • Exercise parts were the most valuable as this is where the most was learned. • Facilitation skills and techniques. • Basic facilitation skills. • Facilitation skills, general knowledge about MPA management, mentorship skills.

PARTICIPANT EVALUATION OF MPA TRAINING

At the conclusion of 14 days of training, each of the 35 participants completed an MPA Training course evaluation form. The purpose of this evaluation form was to determine the appropriateness of the content, how well it was delivered, and how effective the learning tools (training manual, case studies, etc.) were. Also, participants were queried about additional and future training needs (see Table 4-8).

Table 4. Compilation of Participant Evaluation of Skills and Knowledge Learned

(1-4 ranking represents the top 4 ranked modules (1 being the highest); √ represents modules that were ranked equally, but not within the 4 top ranked)

QUESTION	ECOLOGICAL PROCESSES	MPA NETWORKS	FACILITATION	MPA CONCEPTS	ZONAL MANAGEMENT	COMMUNITY MANAGEMENT	MANAGEMENT PLANNING	ENFORCEMENT	FISHERIES IN SE ASIA	SUSTAINABLE TOURISM	COMMUNICATION	OTHER VALUABLE LESSONS
1. What was the most valuable in terms of growth		√	2	2	√	3	1			√	4	<ul style="list-style-type: none"> • Importance of MPAs to VN • Teaching methods • CRM • Communication
2. What was the most valuable skill learned?			3				2			4	1	<ul style="list-style-type: none"> • GPS • Awareness Building (Extension) • Biodiversity

3. What was the most valuable piece of info?				2	√	2	1			4	3	<ul style="list-style-type: none"> Conservation • GIS • Management of MPAs in VN • Case studies • Implementation Contract
4. What topic did you get the most from?		5		5	4	2	1	4	√	3	2	
5. Were there other topics you would have like to cover (including more in-depth of topics presented)?	√			√	√					√	√	<ul style="list-style-type: none"> • GIS • International cooperation Education • Laws & regs • Alt. Income Generation • Criteria for est. MPAs • Monitoring • Work with decision makers • Communications / community • Computer techniques for decision making

Numbers indicate levels of ranking (1 being highest) √ indicates of equal interest to participants beyond the top 4

Table 5. Compilation of Participant Evaluation of Presentation of Materials & Quality of Instruction

QUESTION	YES	NO	INDIVIDUAL COMMENTS
1. Were the materials clear and concise?	√		<ul style="list-style-type: none"> • Some of the material was present too fast • In some cases there was too much material
2. Was the training manual helpful?	√		
3. Was there enough variety in the presentations?	√		<ul style="list-style-type: none"> • Would like more exercises • Enough variety, but difficult to apply • Understood 40%
4. Were the sessions interactive enough?	√	√(1)	<ul style="list-style-type: none"> • No, due to language barriers • Needed longer group discussions
5. Were the case studies helpful?	√		<ul style="list-style-type: none"> • Some case studies were easier to relate to than others (e.g., Philippines) • Sometimes there were too many and it was hard to assimilate • The Philippines and Vietnam case studies were especially good • Exercises are more helpful • They were very interactive • There was a little overlap between case studies

			• Case studies were very important
6. Did you learn from fellow students?	√		
7. Were there other teaching tools that would have been good to use?	√		<ul style="list-style-type: none"> • Media tools • More group exercises • Role playing as stakeholders • More group discussion • More videos • More case studies • GPS • GIS • Examples of monitoring • Games, discussions, presentation • More lessons learned • Focus on issues, highlight problems and solutions
8. Was the quality of instruction high?	√		<ul style="list-style-type: none"> • More evaluation • Less jargon
9. Did the instructors represent a variety of MPA experience?	√		<ul style="list-style-type: none"> • Yes, but not much • Yes, but not fisheries

Table 6. Compilation of Evaluation of Mentors by Participants

yes	no	Was it helpful having a team lead?
√		<ul style="list-style-type: none"> • Provided encouragement • Brought everyone together • Gave good orientation • Made clear the requests of the instructor • Combined different ideas • Kept group focused on topics • Provided leadership • Helped with implementation contract • Synthesized opinion of group • Good organizer • Took good notes • Facilitated group discussions • Clarified assignments and presentations
Did your mentor possess good facilitation skills?		
√		<ul style="list-style-type: none"> • Got discussions going • Gave clear instructions • Had good English skills • Good Knowledge about MPAs • Explained technical terms • Was enthusiastic and intelligent • Helped with Implementation Contract • Helped with translation • Good manager • Helped explain lessons
Will you maintain contact with your mentor?		
√		<ul style="list-style-type: none"> • Will maintain contact through Chinese biodiversity program • Through communication plan • Will try and meet often • Yes, she can help guide me

Table 7. Participants Views on MPA Networks

yes	no	Did you gain new network partnerships?
√		<ul style="list-style-type: none"> • Many partnerships • Established friendship network • Both national and international • WWF, MoFI • Octopus group network • From across provinces in China • With other officers in UNDP program
Do you envision on-going communication with your team?		
√		<ul style="list-style-type: none"> • Sharing biodiversity data • Through visiting other MPAs • By newsletter • By email • Conference calls • Sharing lessons learned • Sharing research • Sharing inventory data • Exchanging advice
Do you see your MPA as part of a larger network?		
√	√ (1)	<ul style="list-style-type: none"> • Not yet, but potentially • All need to be part of a network in Vietnam • Need to share experiences • Need to maintain social network • Need to all focus on marine resource protection
Do you see an advantage to scaling up?		
√		<ul style="list-style-type: none"> • Opportunity to learn from other's experience • Benefits management effectiveness • Share resources • Support from other organizations • To help implement more MPAs • Absolutely necessary
What kind of assistance will you need for scaling up?		
		<ul style="list-style-type: none"> • How to choose priority MPAs • Funding • Sharing lessons learned • Consultants, expertise • Government support • Community support • Human resources • Education • From NGOs • MPA manager support • Establishing an MPA network website • Help in achieving national framework • Study tours to China and Cambodia
What will your first step be towards creating a network?		
		<ul style="list-style-type: none"> • Sustainable tourism • Netwo

Table 8. Compilation of Participants Evaluation of Implementation Contract

YES	NO	CAN YOU REALISTICALLY IMPLEMENT ALL OF YOUR CONTRACT?
√	√	<ul style="list-style-type: none"> • Difficulty doing this all in one year, should be on-going • Need support of office • Possibly • Need collaboration of local authority • Will need financial support • Depends on partners • Depends on stakeholders • Just chose realistic components to ensure it could be achieved • Will complete if have all the resources • May need more time
WHAT ARE YOU MOST EXCITED ABOUT IMPEMNTING?		
		<ul style="list-style-type: none"> • Sustainable tourism • Strategic planning Evaluation • Decision making • Communication plan • Sustainable aquaculture plan • Management planning • Passing information on to others • Using scorecard to assess strengths and weaknesses • Zoning • Community activities • Establishing MPA network • Natural resource protection • Getting local communities involved • Community education
WHAT KIND OF ASSISTANCE WILL YOU NEED?		
		<ul style="list-style-type: none"> • Organizational support • Need more info from instructors on MPA management • Data form scientists • Support from mentor • Support from experts • Support from community • Support from government • On-going training • Support from other MPAs • Policy support • Need small budget for workshops and meetings • Support for surveys • Assistance by email • Financial Support • Technical/GIS/software • Support from small group • Partnership support and collaboration • Cultural interpretation

MENTOR DAILY EVALUATION OF MPA TRAINING

Each evening, immediately following the day's training session, all 8 mentors met with the training coordinators and instructors. The purpose of the meeting was to evaluate that day's content for relevancy, presentation of information, and effectiveness of learning tools. Recommendations were made, and new teaching approaches implemented the following day. This time was also spent reviewing the next day's lesson plan and preparing the mentors for their roles and responsibilities during that day. This was a highly

effective approach to making immediate evaluations and adjustments to serve the learning needs of the participants (see Table 9).

Table 9. Daily Review by Mentors of Individual Modules

CONTENT	PRESENTATION	TEACHING TOOLS	OTHER	PROBLEMS ADDRESSED?
MPA CONCEPTS				
Good, not too fast, very basic. Chinese learned a lot about MPA management.	Need to summarize at end of day with more detail.	More time for discussion within large group. More exercises.	Schedule is good. Sessions too long. Mentors should write out major points, easier to fill out contract. Need timekeeper.	8:00-8:15 everyday will meet in small groups for discussion. 8:15-8:45 each small group takes turn presenting main points from previous day. This group also become timekeeper for day.
ZONAL MANAGEMENT				
Topic more practical. Learning is better, people more relaxed and happy.	Presenter to review and evaluate progress of class along the way. Need to see re-cap of day on slide.	Need more time to evaluate exercises , summarize what is right and wrong. Need to talk about exercise process.		Bowl on each table with slips of paper to keep track of questions. Will present questions next day during review. Instructions for each exercise will be written on flip chart. Talk about exercises with large group. At end of each day, instructor review main points on powerpoint slide.
COMMUNITY MANAGEMENT				
	Abbreviate group presentations back to large group. Summaries are good.	Case studies are good. Run out case studies ahead of time. Need to talk about lessons learned from case studies.		Group presentations to be timed. Put case studies on CD for all participants to have at end of training.
MANAGEMENT PLANNING				
All came together today (day 6).		Case study should be focused on each component. More time for analysis and debate. More opportunities needed for insightful thinking.	Need more on lessons learned. Break through day (day 5), groups really opening up. Should have last day on case study for process for developing MP	

			(structure and format).	
ENFORCEMENT				
Lesson was long today.	Too many presentations, needed more exercises (were making up for lessons not covered during previous day).	Field trip was good to see communities. Seeing videos of Philippine's enforcement was good. Like seeing round glass bottom boats. Want final critique from instructor to clean-up at end.	Should have started morning with team building. Afternoon was better – good discussions and participation. Learned a lot from thought provoking questions from groups. Implementation contracts getting easier, thinking ahead.	Added more team building exercises throughout rest of training.
FISHERIES IN SE ASIA				
			Due to afternoon field trip and evening party at Hon Mun MPA, mentors did not meet.	
SUSTAINABLE TOURISM				
This was very appropriate for Cambodia. Subject was big departure from what we had been focusing on, needed to ease into. Not so relevant for those not dealing with tourism.	Needed more on principles and techniques.	Nha Trang presentations made it more relevant (visitors center and alt. Livelihood). Too many exercises. Good handouts. Need more case studies. More small group discussion.	Fit well into management plan program. Should be it's own training. Not sure how to connect sustainable tourism plan to rest of MP. Multimedia would have been helpful to show what is good and not good.	Conducted survey to see which sites want more in-depth training on subject.
COMMUNICATIONS				
Instructors easy to understand, accessible. Those who are not managers need more general communication skills.	Should be clear about which audience participants were presenting to, needed to know ahead so had time to prepare.	A bit chaotic, mostly due to equipment problems.	Good day for groups, lots of participation, didn't mind being corrected. Group very interested. Understood and followed what was going on. Would like to have evaluation form.	
MPA NETWORKS				
Would like another follow-up training for all participants. Involve policy makers in next training.	IUCN willing to hold workshops for managers – turtle workshop in Spring. Need forums to keep in touch.	Vietnamese planning to have annual meeting with all MPA managers, first one at Nui Chua.	Everyone get some money from their projects and put it into building a network. to share implementation experiences.	NOAA will create website, IUCN intranet site. Each person needs to put up section on network on own website.

OBSERVER EVALUATION OF MPA TRAINING

Throughout the course of the training, the two training coordinators, as well as representatives from the sponsoring partnerships, provided their observations on the training. Although this is a less methodical approach for evaluating the training, many of these observations were helpful in that they provide an “outsiders” point of view on what and how learning was taking place in the classroom. The comments that were captured include the following:

What Worked

- Participants really liked a mix of lecture, exercises, activities and group discussion (they really enjoy problem solving as a team)
- Having mentors come early and do some facilitation training really helped groups function well
- Evening meetings with mentors to evaluate day’s lesson plan and learning system worked very well allowed for adjustments that improved the training on a daily basis
- Having each team do a re-cap of the previous day’s main points first thing in the morning
- The summary slide of the main points and verbal review at the end of the day, were helpful to the participants, particularly in filling out their Implementation Contracts
- Ground rules and periodic review of them was important
- Sitting at round tables and the “team” structure worked well and was supportive to both the more verbal and more quiet participants
- The use of multi-media throughout the day (CDROMs, DVDs and video) were a good way to break up the day and provide different methods for getting material across
- Pop quizzes with prizes were a good way to check on the group’s understanding of the lessons and break-up the day
- Talking slowly and in simple language was key to the participant’s understanding
- Writing all main points and questions on flip charts or powerpoints improved the participant’s understanding
- White elephant swap was great success
- Group exercises worked well, including working from templates, on flip charts, and the physically active ones like carrying capacity, beach ball and meaning of names
- Implementation Contract was good tool for keeping participants focused on content of lessons and carry the responsibility for implementing lessons learned

What Didn't Work

- Shifting Baselines video on “Catch of the Day” – cultural differences on consumption of jellyfish as a delicacy, controversial statements that they agreed or disagreed with
- All instructors need to arrive at least 2 days in advance of their training so they can assimilate with the group and learning modalities used in the classroom (pace, teaching techniques)
- GIS training should have been at least 1-2 days long, rather than just an evening session
- Lecturers need to vary tone and engage the participants – monotones are difficult for tonal language speakers to follow
- The team's re-caps of the previous day's main points should have had stricter time limits on it, and in some cases could have been more interactive with the rest of the group
- Could have reviewed ground rules as a group more often, small groups would fall into patterns of talking during presentations, needed better self-policing
- Should have required participants to always use microphone

Other Observations

- Participants liked to walk away everyday with new skill, but sometimes missed that one needs a knowledge base to effectively use certain skills.

FUTURE EVALUATION

The real success of the *MPA Management Capacity Building Training* pilot project is based on the participants' ability to implement lessons learned from the training course to improve management effectiveness of their MPAs. Each participant in the training completed an Implementation Contract. The Implementation Contract is a stated intent to implement at least one lesson learned from each of the 8 topical modules taught during the training. Every quarter for the first year following the training, the mentors will evaluate and report on progress made by each of their team members at implementing their agreements. Additionally, each time a component of the Implementation Contract is completed, the individual will submit a report to the training coordinators evaluating their success and lessons learned. Success at implementing their agreements will allow for eligibility for advanced training or study exchanges, and is an indication of the success of the training program.

NEXT STEPS *for* SOUTH CHINA SEA PILOT TRAINING

Developing an MPA Social Network Communication Plan

Amongst the two priority outcomes for the MPA Management Capacity Training was to create a South China Sea regional network for MPAs in China, Vietnam and Cambodia. To this end, on the final day of the training each team was asked to evaluate the value in working together as a team, and how they would propose to maintain the social network between all participants in the training as a first step towards building a regional network of MPAs. In an effort to create a social network, each team reviewed and discussed the following questions, then built a communication plan to be implemented over the next year (see Table 6).

1. What is one thing your MPA has in common with other MPAs in your group?
2. Do you have a common interest with other members of your group?
3. What have you learned from being with your group?
4. Would you like to maintain communication with your group?
5. What would you be willing to do to contribute to maintaining communication and coordination between your group members? If so, how?
6. Would support from your group help you with your MPA work?
7. Would support from your group help you with your Implementation Contract?
8. Is there any particular training, or a workshop, that would be useful to your group?
9. Would you like to maintain communication and coordination with other members of the MPA Management Capacity Training Program?
10. What are you willing to do to maintain coordination and communication with other members of the MPA Management Capacity Training Program?
11. What contribution can you make towards building an MPA network within your country?
12. What contribution can you make towards building an MPA network within the South China Sea region?

Based on the questions shown above, each of the 6 teams built a communication plan which is laid out below. The purpose of the communication plans is to show the steps each team is willing to take to create an MPA social network amongst their team members, the entire training group and within the South China Sea region.

Table 10. Communication Plan for MPA Social Network (by team)

ACTIVITY	OBJECTIVE	WHO WILL INITIATE	HOW OFTEN	WHEN	WHERE	WHO IS INVOLVED
OCTOPUS						
1. contact with group members	1. Prepare web report of accomplishments	1. Jaime	1. quarterly	1. starting March 2006	1. email & website	1. octopus team
2. training workshop	2. role of MPAs & by-catch	2. IUCN	2. once	2. June 2006	2. Bai Tu	2. octopus & VN MPAs
3. Identify VN govt officials about MPA Training	3. information exchange	3. Huong	3. 2x/year	3. June 2006	3. Vietnam	3. all octopus team
4. Prepare powerpoint about MPA work	4. Verify completion of contract	4. Nga	4. once	4. June 2006	4. VN & US	4. all octopus team
5. Meet at 3 MPAs in VN	5. information exchange	5. Huong, Giang, Hien	5. every 6 months	5. June, Dec	5. Can Dao, Phu Quoc, Cu Lao Cham	5. all octopus team
URCHIN						
1. email and phone contact with group members	1. information sharing, support and cooperation	1. Hung	1. 2X/month	1. starting immediately	1. internet	1. urchin
2. monitoring at Cu Lao Cham MPA	2. assess effectiveness of MPA	2. Chinh	2. 3X/year	2. starting January 2006	2. Quang Nam Province	2. Hung, Chinh, Thu, staff
3. study tour to Con Chim	3. new model to study	3. Lui, (Con Chim management board)	3. once	3. April 2006	3. Bil Dil Province	3. all urchin team
4. study tour to Cu Lao Cham	4. exchange experiences	4. Tril	4. once	4. June 2006	4. Qunag Nan province	4. all urchin team
5. consultation	5. improve MPA management	5. Liu	5. during year	5. April-June	5. Bil Pil Province	5. Hung, Thu
SHARK						
1. Establish marine conservation day for Vietnam and region	1. begin MPA network inauguration	1. University of Fisheries, IUCN, NOAA	1. one day per year	1. June 2006	1. Nha Trang	1. shark team
2. set up website	2. sharing and updating information	2. Ministry of Fisheries, IUCN	2. 2X/month	2. May 2006	2. internet	2. all shark team
3. group meeting	3. help strengthen and support for implementing MPAs	3. Kinh (Nha Trang MPA)	3. 1X/year	3. June 2006	3. Nha Trang	3. all shark team
4. training /workshop	4. sharing experiences, capacity building	4. IUCN, Ministry of Fisheries	4. 2X/year	4. March, September	4. MPA sites	4. all shark team
5. study tour	5. learning experiences, capacity building	5. NOAA, IUCN, Ministry of Fisheries, WWF	5. 2X/year	5. March, September	5. MPA sites in other countries	5. MPA managers and policy makers
MUSSEL						

1. open website for MPA network (training group)	1. share information, maintain communication	1. NOAA	1. NA	1. ASAP		1. all MPA Training participants
2. MPA establishment workshop	2. effectively establish MPAs, technical and financial support	2. Dept. of Fisheries (Cambodia)	2. at least 1X	2. May 2006	2. Cambodia	2. NOAA, IUCN, Danida, relevant professionals and host country
3. study tour	3. gain experience	3. Dept. of Fisheries	3. 1X	3. March 2006	3. China and/or Vietnam	3. NOAA, IUCN, Danida
4. field visit	4. project evaluation	4. Dept. of Fisheries		4. 2009	4. Cambodia	4. NOAA, IUCN, Danida
SEA STAR						
1. MPA management training	1. to support output of Biodiversity project in South China Sea	1. SAO, TIO	1. 1X in 2006	1. to be confirmed	1. to be confirmed	1. SAO staff; Zhejiang, Fujian, Guangdong, Guang Xi, Hainan, international experts
2. meeting	2. information exchange	2. SAO	2.. 2X in 2006	2. to be confirmed	2. to be confirmed	2. govt. staff, managers, researchers
3. communicate with team members training group, international experts	3. report on progress of implementation contract; exchange information	3. Liu	3. 1X/ month	3. anytime	3. any where	3. MPA training participants
HERMIT CRAB						
1. annual meeting	1. sharing lessons, information and experience	1. WWF, IUCN	1. yearly	1. December	1. Bau tu Long National Park	1. MPAs, MoFI, NGOs
2. MPA website	2. sharing information	2. Nha Trang MPA Authority	2. update frequently	2. starting January 2006	2. web	2. Nha Trang MPA, other VN MPAs
3. newsletter	3. sharing information	3. Nha Trang Bay MPA Authority	3. monthly	3. starting January 2006	3. published in Nha Trang	3. MoFI, all MPAs
4. communication	4. sharing and collecting of information	4. Nui Chua and Nha Trang MPA	4. frequently	4 regular basis	4. email, phone	4. all hermit crab team

Advanced Training

The *MPA Management Capacity Building Training* is only the first step in building effectively managed marine protected areas. The next step is to implement lessons learned from the training. Once this has been achieved, all *MPA Management Capacity Building Training* participants are eligible for advanced training or study exchange upon completion of their Implementation Contract. The pilot project is a year in duration, and has been structured to provide on-going support for the participants by the training coordinators, instructors and mentors. Instructors from the United States, Philippines, Australia and Vietnam have all agreed to provide support for study exchanges between MPAs. Advance training needs have been identified by each student and documented during their exit interview.

Foot Notes

CAPACITY BUILDING AT THE SITE LEVEL

As a result of the *MPA Management Capacity Building Training*, preliminary discussions are now underway to:

- Provide three scaled down versions of the *MPA Management Capacity Building Training* in North, Central and South Vietnam during 2006
- Provide *MPA Management Capacity Building Training* for Chinese MPA managers in China in 2006
- Provide direct support and capacity building training to Cambodian officials in the Department of Fisheries and Ministry of the Environment for designation of a system of MPAs
- Hold an annual MPA network meeting in Vietnam starting in June 2006, with a commitment by all MPAs in Vietnam to continue through 2010

APPENDIX

List of Participants

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27	Ms.Cao Thi Truc Duyen	Nha Trang Bay Mpa Authority Add: 42 Nguyen Thi Minh Khai , Nha Trang Tel: 058.524935 – Fax: 058.524852 Email: aquaculture@nhatrangbaympa.vnn.vn
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36	Mr. Bui Hong Long	MPA Project Add: 10 Nguyen Cong Hoan – Ba Dinh – Ha Noi Tel: 04 771 4685 Mobile: 0989 398 264 Email: lachuoirach@yahoo.com
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38	Mr. Nguyen Truong Giang	Con Dao National Park Add: 29 Vo Thi Sau st – Con Dao district – Ba Ria Vung Tau province Te: 064 830650 Fax: 064 830 493 Mob: 0918 581 157 Email: vqgdao@hcm.vnn.vn or giangvn@movemail.com
39	Mr. Tran Chinh Khuong	WWF C2-C3 Horizone Office Center Add: 40 Cat Linh –Ha Noi Tel: 84 4 7366375 Fax: 84 4 7366 367 Email: khuong@wwfvn.org.vn
40	Mr. Nguyen Van Hien	Cu Lao Cham MPA, Quang Nam, Vietnam Add: 22 – 24 Bach Dang st, Hoi An, Viet Nam Tel: 0510 – 911066 Mob: 0913-482 287
41	Mr. Chu Manh Trinh	Cu Lao Cham MPA, Quang Nam, Vietnam Add: 22 – 24 Bach Dang st, Hoi An, Viet Nam Tel: 0510 – 911066 Mob: 0913-482 287 Email: mtrinh.clcmpa@dng.vnn.vn
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47	Mr. Ly Sothea	Fisheries Officer, Fisheries Domain and Extension Division. Department of Fisheries, Phnom Penh, Campodia P.O Box 582, # 186 PREATH NORODOM Bird, Tel: 855 – 12 – 922407 Fax: 855 – 23 – 215470
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50	Mr. Keo Piseth	Technical Officer, Department of nature Conservation and Protection of Ministry of Environment, Campodia Add: # 48, PREATH SIHANOUK Bird, Chamcarmon, Phnom Penh Office Phone: 855 – 12 – 969163 Email: pisethy@yahoo.com
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54	Mr. Li Ying Deputy Director	Department of Ocean and Fisheries Guangdong Province Tel: 020-2837 7261 Fax: 020-8441 2001 E-mail: liying8611@yahoo.com.cn

55	Mr. Li Rongxin Programme Officer	Division of Marine Resource Conservation and Environmental Protection Department of Ocean and Fisheries Fujian Province Tel: 0591-8787 8842 Fax: 0591-8783 4664 E-mail: lrxfjof.gov.cn
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Instructor Biographies

Rizaller Amolo

CRM Specialist /Assistant Project Coordinator, Local Governance for Coastal Management Project, Coastal Conservation and Education Foundation, Inc.

rc_amolo@yahoo.com



Rizaller C. Amolo was involved in coastal resource management (CRM) initiatives with academe, non-governmental organization, government agencies and people's organizations in various part of Visayan region in the Philippines. For over ten years, his expertise was focus in coastal habitat management, local governance and research aspect of CRM in the Philippines setting. He has worked particularly in western (Samar and Leyte provinces) and central region (Cebu, Bohol, Negros Oriental and Siquijor provinces). His past experiences involve several aspect of CRM which includes: various researches on MPAs, biophysical monitoring, marine stock assessment, assisting people organizations, facilitating CRM-related training, CRM planning and implementation, and project monitoring. Currently, he is the CRM specialist and Assistant Project Coordinator – Local Governance for Coastal Management Project of the Coastal Conservation and Education Foundation Inc. (CCEF Inc). He

finished his undergraduate studies in Bachelor of Science in Marine Biology in 1996 and his masteral studies in Master of Environmental Science at the University of San Carlos, Cebu City, Philippines.

Colleen Corrigan

Marine Protected Area Networks Learning Facilitator, The Nature Conservancy

ccorrigan@tnc.org

Colleen Corrigan is the Marine Protected Area Networks Learning Facilitator for The Nature Conservancy. For the past year, she has been working both regionally (in Latin America and the Caribbean) and globally with over 40 members of two Marine Learning Groups who are working as peers to further their expertise and knowledge in critical areas of marine conservation and MPAs. Prior to coordinating these learning activities with other large NGOs, including WWF, WCS, and CI, Colleen was a marine mammal conservation and policy specialist with the US Fish and Wildlife Service. In addition to teaching high school in Belize for two years, she has worked as an interpretive ranger for the US Park Service and as an outreach and education specialist for the Bureau of Land Management in the southwest US. Although marine biology is one of her passions, she spent three years in the Midwest lakes region of Madison, Wisconsin, earning two Masters degrees: one in Art Education and the other in Conservation Biology/Sustainable Development. She



is always looking forward to exploring new geographies and likes to paint in oils or acrylics on big canvases while listening to traditional jazz and Irish music whenever possible.

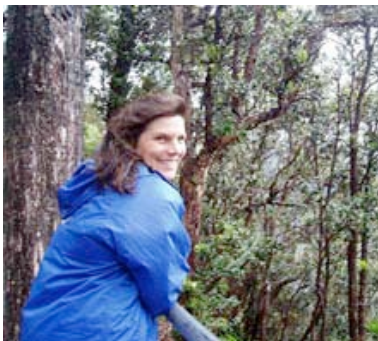
Patty Debenham
Marine Biologist/Director International Programs, SeaWeb
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Patty Debenham joins SeaWeb as our Marine Biologist/Director International Programs. Patty combines experience as a marine scientist with over ten years in the marine conservation community. Prior to joining the SeaWeb staff, Patty completed a Ph.D. in marine biology at the University of California, Santa Barbara. Patty's dissertation examined DNA sequence variation to ask both an academic evolutionary question as well as examine genetic diversity for an ecologically and economically important sea urchin species. Prior to graduate school, Patty worked at the Center for Marine Conservation (CMC) as the manager of the marine debris program. As CMC's National Beach Cleanup coordinator, Patty worked with many others to get 120,000 people to clean up America's beaches on a single day.

From her office in San Francisco, California, Patty brings a Pacific Coast perspective to the SeaWeb staff.

Laura Francis
Education Coordinator, Channel Islands National Marine Sanctuary, NOAA/NMSP
Laura.Francis@noaa.gov



Laura Francis is education coordinator for the Santa Barbara office of the Channel Islands National Marine Sanctuary and has been with the sanctuary since 1994. From July 1998-September 2000, Laura gained national experience by working on detail with the National Marine Sanctuary Program in Silver Spring, Maryland to direct the development of educational initiatives for Sustainable Seas Expeditions (SSE), a national ocean exploration and public education project developed in partnership with the National Geographic Society. In her current position as education coordinator at the Channel Islands National Marine Sanctuary Laura manages all aspects of education and outreach programs including publications, professional development for teachers, exhibit design and multimedia education projects. Laura has more than 15 years of progressive experience in marine research and education positions including experience as a classroom teacher, environmental educator, marine biologist, environmental consultant and education coordinator. Laura graduated from UC Berkeley with a bachelor's in Zoology and earned her master's degree in Deep-Sea Biology from UC Santa Barbara. Laura finds her work most rewarding when she discovers innovative ways of integrating ocean research, education and conservation.

John Halas
Resource Manager, Florida Keys National Marine Sanctuary, NOAA/NMSP
John.Halas@noaa.gov



On staff since the National Marine Sanctuary program was implemented in 1981 in Florida, John Halas is currently employed by NOAA as Resource Manager for the Florida Keys National Marine Sanctuary. He is actively engaged in marine science conservation, management of coral reef environments, and international outreach. Certified to dive since 1964, John has utilized scientific scuba diving skills throughout his career. In 1981, John Halas, as Sanctuary Biologist for the Key Largo National Marine Sanctuary, designed, tested, and established an environmentally friendly mooring buoy system that has proven extremely effective in protecting the coral reef ecosystem. His popular moorings have been used world wide with John supervising many of the installations and training personnel in other countries to continue their efforts to protect the marine environment. Thus, his expertise includes working closely with marine protected areas around the world. He has practical personal experience with management issues in marine parks, not only in North America, but throughout the Caribbean, in Southeast Asia, Africa, the western Pacific, and other regions. In 2002, John received the U. S. Department of Commerce Bronze Medal Award for superior service for personal and professional excellence in helping the National Marine Sanctuary Program protect America's only living coral reef ecosystem.

Ginger Hinchcliff
Branch Chief, Coastal Management Services, NOAA Coastal Services Center
Ginger.Hinchcliff@noaa.gov

Ginger Hinchcliff has been working in coastal interpretation, education, and management for the past 25 years. She joined NOAA's Coastal Services Center in Charleston, SC, in 1999 and serves as its branch chief for Coastal Management Services.

Ms. Hinchcliff's current efforts focuses on building the capabilities of the managers to understand and successfully engage their community, effectively use adaptive management strategies, and develop partnerships through fellowships, direct technical assistance, and training. Before becoming branch chief, Ms. Hinchcliff managed the Center's Coastal Learning Services Program. She also served as the director for the National Marine Protected Area Institute for Training and Technical Assistance.



Prior to coming to the Center, Ms. Hinchcliff worked for the Rookery Bay National Estuarine Research Reserve in southwest Florida for 11 years as the education coordinator. Other experience includes working seasonally for the National Park Service at six coastal parks, and teaching marine biology and coastal ecology at environmental education facilities in Florida and South Carolina. In 1980, Ms. Hinchcliff earned a Bachelor of Science degree from Penn State University in outdoor recreation and environmental education with a minor in marine sciences. In 1999, she completed a master of education degree at Florida Gulf Coast University in instructional technology.

William P. Jatulan
Deputy Chief of Party, Field Operations, Fisheries Improved for Sustainable Harvest Project (FISH)

wjatulan@mozcom.com



Mr. Jatulan's primary expertise is in the field of institutional/organizational development for coastal resource management and local governance. Over the last 14 years, he has held the following positions; Program Officer/OD Specialist, Visayas Management Consultancy; Chief for Extension, Training and Communication Division, Small Islands Agricultural Support Services Programme of the European Union (EU) and the Department of Agriculture (DA); Training and Institutional Development Coordinator (later became Deputy Chief of Party), Coastal Resource Management Project (CRMP) of the USAID and the Department of Environment and Natural Resources (DENR). Currently, he is the Deputy Chief of Party for Field Operations of the Fisheries

Improved for Sustainable Harvest (FISH) Project implemented with the Department of Agriculture's Bureau of Fisheries and Aquatic Resources, local government units and other assisting organizations with support from the USAID. Under his current stint with the FISH Project, Mr. Jatulan manages the overall field operations, prepares annual work plan, conducts regular monitoring and evaluation including establishing performance monitoring system and preparation of regular reports among others. He also serves as the Senior Institutional Development Advisor of the Project. Mr. Jatulan is concurrently the Vice-President of the Coastal Conservation and Education Foundation.

Jonathon Justi
Team Leader, Asia Programs, NOAA/NOS
Jonathon.Justi@noaa.gov

Jonathan Justi is currently team leader for Asia Programs at the NOAA National Ocean Service/International Programs Office. In this capacity, he oversees program development and implementation with Asian countries in areas of coastal management, marine protected area management, disaster reduction, and marine science.

Jonathan Justi received his Bachelors degree from Willamette University in International Affairs-Asia in 1988 and a Masters Degree from Monterey Institute of International Studies-China Specialization in 1993. In May 2001, Jonathan received his second Master's in project management from George Washington University. He worked in Shanghai for a U.S. Transportation Company (1993) and studied in Xiamen University (1988-89) and Chinese University in Hong Kong (1990-91). From 1993, he began his career in the federal government as a Presidential Management Intern. From 1993 to 1999, Jonathan worked in the Office of Oceanic and Atmospheric Research in a wide range of capacities, including international program development, congressional relations, budget formulation, and technology transfer. In January 1999, he joined the National Ocean Service.

Jonathan has promoted international environmental programs and initiatives in Asia in support of the full breadth of the NOAA mission. His current focus is building local and regional capacity for operational integrated coastal management.

George Lewinski (pictured on left)
Senior Producer, Pacific Time, KQED
Glewinski@KQED.org

George Lewinski has worked in radio and television since 1966 when he was a summer relief editor for CBMT-TV in Montreal. He has worked as an editor and writer for Radio Canada International, produced national programs in Montreal and was producer of news and current affairs at the Canadian Broadcasting Corporation's bureau in London from 1976-81. After three years as foreign editor/field producer for CBC National television news, Lewinski was appointed foreign editor for CBC national radio news. In 1986 he was appointed senior editor of "World Report", the CBC's major morning newscast which had regular coverage from Asia. In 1988, he moved to the U-S where from San Francisco he organized and presented foreign economic and business news for public radio's "Marketplace" program during the period of the rise of the 'Asian Tigers' and China. During his tenure Marketplace won the Dupont-Columbia Award silver baton for best radio program in 1997. In May 2000, Lewinski was hired to provide Asian and Asian-American news for KQED-FM and to develop a new weekly program for the station, "Pacific Time". The program's mandate is to inform public radio listeners about the growing connections between Asia and America. Lewinski is on the advisory board of 'The New Japan Project' for the Japan Society of Northern California. He also teaches radio reporting at the U-C Berkeley Graduate School of Journalism.



Donald John Macintosh
Senior Technical Advisor, Marine Protected Area Project, Ministry of Fisheries- DANIDA
don_macintosh.mpa_mofi@fsps.com.vn



Don Macintosh received a BSc in Zoology from Aberdeen University, Scotland and a PhD degree from University of Malaya (Malaysia) on tropical coastal ecology. He has 30 years experience of working in SE Asia on coastal zone ecology and management, including management of development projects, education and capacity-building, community development, protected area management and development research. Don has held adviser (or equivalent) positions in long-term international projects in Malaysia, Thailand and Vietnam. He has been a Team Leader on project design, appraisal, review or evaluation missions in Vietnam, including bilateral and multi-lateral projects involving

Danida, European Union, GEF, UNDP, World Bank and various NGOs (Danish Red Cross and VNRC, Action Aid, Save the Children Fund). He is widely experienced in formal and informal education of schoolchildren, university students and members of the public, and is a course organizer and teacher of short technical courses in Thailand and Vietnam for environmental managers, teachers, farmers and fishermen.

Bernard O'Callaghan
Program Coordinator, IUCN, Vietnam
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Bernard O'Callaghan has been working on MPAs in Vietnam since 2001 in NhaTrang for IUCN Vietnam. He has been working in SE Asia on coastal and wetland issues for the last 14 years with a focus on community involvement in processes for management. He has a background in marine ecology with a Masters Degree in Environmental Management.



Anne Walton
Project Coordinator, NOAA/NMSP, MPA Management Capacity Building Program
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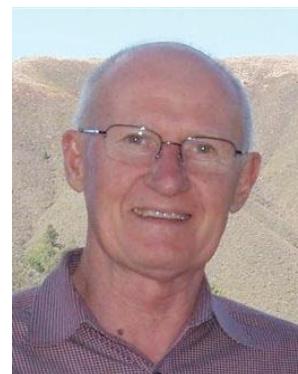


Anne Walton is project coordinator for the NOAA/ National Marine Sanctuary Program (NMSP) *MPA Management Capacity Building Program*. Anne has worked in Vietnam for the past four years, participating in the implementation of a partnership program between NOAA, USAID, IUCN and the Vietnamese Ministry of Fisheries on *Building Capacity for Integrated Coastal Management in Vietnam*. Between 2001-2005, as Management Plan Coordinator, Anne had a leading role in a Joint Management Plan Review Process taking place between three adjacent U.S. West Coast Sanctuaries: Cordell Bank, Gulf of the Farallones and Monterey Bay National Marine Sanctuaries. Prior to that, Anne was the Management Plan Coordinator for Channel Islands National Marine Sanctuary in Santa Barbara, California. Anne developed the original framework for the Sanctuary Program's Congressionally mandated five-year management plan reviews. From 1997-1998, Anne was an education specialist, then education coordinator for the Channel Islands National Marine Sanctuary. From 1992-1997 Anne worked on the designation process for the proposed Northwest Straits National Marine Sanctuary in Washington State.

Anne Walton has a graduate degree from the University of Washington, School of Marine Affairs in Marine Policy and Resource Management, with an emphasis on Marine Protected Areas; and a graduate degree in Education from the University of Kentucky, specializing in curriculum development.

Simon Woodley
Great Barrier Reef Marine Park Authority
simon@magwood.com.au

Simon Woodley is a consultant in marine and coastal management, specializing in the management of marine protected areas. He was a staff member of the Great Barrier Reef Marine Park Authority for 20 years, working in senior management positions to establish and manage the Great Barrier Reef Marine Park. He was the CEO of the Cooperative Research Centre for the GBR World Heritage Area 1998-2000. He has extensive training experience in SE Asia and Australia. Currently he is an advisor to the Great Barrier Reef Marine Park Authority and the Australian Minister for Environment. He teaches a post-graduate course in the management of marine protected areas



at James Cook University, Townsville, Australia, where he holds an adjunct appointment as Associate Professor. He has a Bachelor of Arts degree in politics and geography, and a Masters degree in Applied Science.

Financial Report – South China Sea Pilot Training

Itemized Expense	Cost	Donor
<u>NEEDS ASSESSMENT</u>		
Travel costs associated with regional advisory meeting in Hanoi and workshop with MPA managers in Nha Trang	4,0000.00	NOAA
<u>LOGISTICS FOR PARTICIPANTS</u>		
Travel cost (airfare, taxi, car)	1,570.63	IUCN
Per diem	3,971.86	IUCN
<u>FACILITATORS FEES (National)</u>		
Ho Van Trung Thu	900.00	NOAA
Le Chi	240.00	NOAA
<u>LECTURERS FEES</u>		
Nguyen Chu Hoi	104.78	NOAA
Chu Tien Vinh	104.78	NOAA
Bui Hong Long	104.78	NOAA
<u>LOGISTICS FOR LECTURERS</u>		
Travel Cost	522.40	CI
Per Diem	-	-
Food	2,345.89	CI
<u>LOGISITICS FOR INSTRUCTORS (International)</u>		
Travel (air fare, hotel in transit, food)	15,559.77	CI
Travel (in kind)	{4,200.00}	'NOAA (CSC)
Fees (in kind)	{16,000.00}	NOAA, various
Fees	3,000.00	NOAA, CI
Hotel in Nha Trang	2,200.00	NOAA, CI
Food in Nha Trang	1,100.00	NOAA, CI
Equipment	2,125.56	NOAA, CI
Other	--	-
<u>LOGISTICS FOR COORDINATORS (2)</u>		
Travel	4,750.00	NOAA
Staff Time (in kind)	{35,000.00}	NOAA
<u>IUCN STAFF SUPPORT</u>		
M&C Programme Officer	3,450.00	IUCN
Administrative Support	2,475.00	IUCN
<u>LOGISITCS FOR CHINESE TRANSLATOR</u>		
Travel	2,000.00	NOAA (IPO)
Time (in kind)	{3,000.00}	NOAA (IPO)
<u>LOGISTICS FOR PARTICIPANTS (Chinese)</u>		
Travel (including food and lodging)	{15,000.00}	NOAA, UNEP
<u>LOGISTICS FOR PARTICIPANTS (Cambodian)</u>		
Travel	1,837.61	CI
Hotel	310.34	CI
Food	1,275.85	CI
<u>WELCOME AND FARWELL EVENTS</u>		
Opening ceremony and banquet	404.72	NOAA
Graduation banquet	-	
<u>MEETING ROOM AND FACILITIES</u>		

Itemized Expense	Cost	Donor
Coffee Break	-	
LCD	565.78	NOAA
Internet and photocopy	-	
Sound system and other equipment	-	
Communication	132.41	NOAA
Stationary	838.04	NOAA
Meeting room	2,065.24	NOAA
<u>FIELD TRIP</u>		
Boat rental	271.58	NOAA
Catering	450.00	NOAA
<u>CONSULTANTS</u>		
Travel costs (Bernard O'Callaghan)	419.74	NOAA
<u>CONTINGENCY</u>		
Visa arrangement	2.20	NOAA
Pick-up and transfers airport	555.44	NOAA, CI
Other contingencies – NOAA	1,837.61	NOAA, CI
Other contingencies - IUCN	88.70	IUCN
<u>TRANSLATION AND PRINTING</u>		
Translation/editing curriculum into Vietnamese	1,300.50	CI
Translation/editing curriculum into Khmer	1,000.00	CI
Printing curriculum	96.62	CI
<u>CURRICULUM DEVELOPMENT</u>		
Collecting, collating, writing, editing curriculum, handouts, powerpoint presentations, collateral materials	7,000.00	NOAA, CI
	1,200.00	NOAA, CI
<u>REGIONAL ADVISORY MEETINGS</u>		
Follow-up and evaluation (projected travel costs)	6,000.00	CI
<u>FINAL REPORT</u>		
Production and printing services (projected)	1,500.00	CI
<u>FOLLOW-UP PROGRAM</u>		
Workshop and 6 study exchanges (projected)	60,000.00	NOAA, Danida
<u>TOTALS</u>		
Actual USD	79,177.83	
In-kind support	{73,200.00}	
Projected amount for completion of program	60,000.00	

For more information on this or other MPA Management Capacity Building Training please contact project coordinators:

Anne Walton
National Marine Sanctuary Program
Anne.Walton@noaa.gov

Laura Francis
Channel Islands National Marine Sanctuary
Laura.Francis@noaa.gov